Pennsylvania Tutorials are designed specifically for the Pennsylvania Core Standards and the Pennsylvania Academic Standards to prepare students for the Keystone Exams and the Pennsylvania System of School Assessment (PSSA).

English Tutorials offer targeted instruction, practice and review designed to build students' communication and reading comprehension skills. They automatically identify and address learning gaps down to elementary-level content, using adaptive remediation to bring students to grade-level no matter where they start. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. Reading comprehension modules strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing modules combine free response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, argumentative, and explanatory styles. To develop skills specific to public discourse, speaking and listening modules guide students as they evaluate clips and readings from speeches and discussions. In language modules, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

In each module, the Learn It and Try It make complex ideas accessible through focused content, guided analysis, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

1. ELEMENTS OF LITERATURE

- **POINT OF VIEW**
  - **CC.1.3.8.D** *Analyze how differences in the points of view of the audience or readers (e.g., created through the use of dramatic irony) create such effects as suspense or humor.*

- **PLOT**
  - **CC.1.3.8.C** *Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.*

- **THEME**
  - **CC.1.3.8.A** *Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.*
  - **CC.1.2.8.B** *Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.*
  - **CC.1.2.8.E** *Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.*

- **TRANSFORMING IDEAS**
  - **CC.1.3.8.A** *Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.*
  - **CC.1.3.8.H** *Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.*

2. LITERARY ELEMENTS

- **STRUCTURE AND FORM**
  - **CC.1.3.8.E** *Compare and contrast the structure of two or more texts and analyze how the differing structure of each text*

contributes to its meaning and style.

- **FIGURATIVE LANGUAGE**
  - **CC.1.2.8.F** *Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.*
  - **CC.1.3.8.F** *Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.*

- **CONNOTATION AND DENOTATION**
  - **CC.1.2.8.F** *Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.*
  - **CC.1.3.8.F** *Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.*

3. READING STRATEGIES

- **CENTRAL IDEA AND SUMMARY**
  - **CC.1.2.8.A** *Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.*
  - **CC.1.3.8.B** *Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.*
  - **CC.1.3.8.A** *Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.*

- **AUTHOR'S PURPOSE**
  - **CC.1.2.8.D** *Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*
  - **CC.1.2.8.A** *Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.*
  - **CC.1.2.8.E** *Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.*

- **TEXT AND VISUAL ELEMENTS**
  - **CC.1.2.8.G** *Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.*
  - **CC.1.4.8.C** *Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.*
  - **CC.1.5.8.F** *Adapt speech to a variety of contexts and tasks.*
  - **CC.1.5.8.C** *Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.*
  - **CC.1.5.8.E** *Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.*

- **MAKING INFERENCES**
  - **CC.1.2.8.B** *Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.*
  - **CC.1.3.8.B** *Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.*

4. ANALYZING INFORMATIONAL TEXTS 1

- **WORD CHOICE**
  - **CC.1.2.8.F** *Analyze the influence of the words and phrases in a text including figurative and connotative, and technical*

meanings; and how they shape meaning and tone.

- ○ **CC.1.3.8.F** *Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.*

- **SYNTHESIZING INFORMATION**

  - ○ **CC.1.2.8.D** *Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*
  - ○ **CC.1.2.8.I** *Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.*
  - ○ **CC.1.2.8.B** *Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.*
  - ○ **CC.1.3.8.B** *Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.*
  - ○ **CC.1.4.8.S** *Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.*

- **TEXT STRUCTURES**

  - ○ **CC.1.2.8.B** *Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.*
  - ○ **CC.1.2.8.E** *Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.*
  - ○ **CC.1.2.8.L** *Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.*

5. ANALYZING INFORMATIONAL TEXTS 2

- **ANALYZING AN ARGUMENT**

  - ○ **CC.1.2.8.C** *Analyze how a text makes connections among and distinctions between individuals, ideas, or events.*
  - ○ **CC.1.2.8.H** *Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.*

- **ANALYZING CONFLICTING EVIDENCE**

  - ○ **CC.1.2.8.D** *Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*
  - ○ **CC.1.2.8.H** *Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.*
  - ○ **CC.1.2.8.I** *Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.*

6. WRITING 1

- **PLANNING AND ORGANIZING**

  - ○ **CC.1.4.8.T** *With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*
  - ○ **CC.1.4.8.A** *Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.*
  - ○ **CC.1.4.8.X** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*
  - ○ **CC.1.4.8.D** *Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.*

- **ESTABLISHING A FORMAL STYLE**

  - ○ **CC.1.4.8.E.4** *Establish and maintain a formal style.*
  - ○ **CC.1.4.8.K.4** *Establish and maintain a formal style.*

- CC.1.4.8.E.1 *Use precise language and domain-specific vocabulary to inform about or explain the topic.*
- CC.1.4.8.E.3 *Create tone and voice though precise language.*
- CC.1.4.8.K.1 *Use precise language and domain-specific vocabulary to inform about or explain the topic.*
- CC.1.4.8.K.3 *Create tone and voice though precise language.*
- CC.1.4.8.Q.3 *Create tone and voice though precise language.*
- CC.1.4.8.T *With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*

REVISING AND EDITING

- CC.1.4.8.T *With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*

WRITING AND TECHNOLOGY

- CC.1.4.8.U *Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.*

7. WRITING 2

INTRODUCTIONS

- CC.1.4.8.B *Identify and introduce the topic clearly, including a preview of what is to follow.*
- CC.1.4.8.H *Introduce and state an opinion on a topic.*

CONCLUSIONS

- CC.1.4.8.D *Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.*
- CC.1.4.8.J *Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.*

USING TRANSITIONS

- CC.1.4.8.D *Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.*
- CC.1.4.8.J *Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.*
- CC.1.4.8.P *Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.*

8. INFORMATIVE WRITING

DEVELOPING EXPOSITORY ESSAYS

- CC.1.3.8.B *Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.*
- CC.1.3.8.C *Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.*
- CC.1.4.8.C *Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.*
- CC.1.4.8.D *Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.*
- CC.1.4.8.E.1 *Use precise language and domain-specific vocabulary to inform about or explain the topic.*

- **DEVELOPING ARGUMENTATIVE ESSAYS**
  - **CC.1.4.8.H** *Introduce and state an opinion on a topic.*
  - **CC.1.4.8.I** *Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.*
  - **CC.1.4.8.J** *Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.*

- **IDENTIFYING ARGUMENTATIVE CLAIMS**
  - **CC.1.4.8.I** *Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.*
  - **CC.1.4.8.G** *Write arguments to support claims.*
  - **CC.1.4.8.H** *Introduce and state an opinion on a topic.*

9. NARRATIVE WRITING

- **SHORT NARRATIVES**
  - **CC.1.4.8.M** *Write narratives to develop real or imagined experiences or events.*
  - **CC.1.4.8.N** *Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.*
  - **CC.1.4.8.O** *Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.*
  - **CC.1.4.8.P** *Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.*

- **NARRATIVE TECHNIQUES**
  - **CC.1.4.8.O** *Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.*
  - **CC.1.4.8.E.2** *Use sentences of varying lengths and complexities.*
  - **CC.1.4.8.K.2** *Use sentences of varying lengths and complexities.*
  - **CC.1.4.8.Q.2** *Use sentences of varying lengths and complexities.*
  - **CC.1.4.8.N** *Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.*

10. SENTENCE STRUCTURE

- **VERB TENSE AND VOICE**
  - **CC.1.4.8.T** *With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*
  - **CC.1.4.8.F** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
  - **CC.1.4.8.E.3** *Create tone and voice though precise language.*
  - **CC.1.4.8.L** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
  - **CC.1.4.8.Q.1** *Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effect.*
  - **CC.1.4.8.R** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*

- **VERB MOOD**

- CC.1.4.8.F *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
  - CC.1.4.8.L *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
  - CC.1.4.8.Q.1 *Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effect.*
  - CC.1.4.8.R *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*

- **VERBALS**
  - CC.1.4.8.F *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
  - CC.1.4.8.L *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
  - CC.1.4.8.R *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*

11. WORD USAGE

- **CONTEXT CLUES**
  - CC.1.2.8.K *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.*
  - CC.1.3.8.I *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.*
  - CC.1.2.8.F *Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.*
  - CC.1.3.8.F *Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.*
  - CC.1.3.8.J *Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.*
  - CC.1.3.8.K *Read and comprehend literary fiction on grade level, reading independently and proficiently.*
  - CC.1.2.8.J *Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.*

- **SPELLING RULES**
  - CC.1.4.8.F *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
  - CC.1.4.8.L *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
  - CC.1.4.8.R *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*

- **PUNCTUATION**
  - CC.1.4.8.F *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*